

# LIFE

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## Languages in and for education

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Pursuing plurilingualism and pluriliteracy

through

Content and Language Integrated Learning in German  
(CLILiG)

# Summary

## **Languages in and for education: Pursuing Plurilingualism and Pluriliteracy through Content and Language Integrated Learning in German**

Over the last decade, and with growing tendency, foreign language teaching in schools has experienced significant changes and developments often referred to as a “paradigm shift”. Triggered and driven forward through the rapid pace of globalization and internationalization, the corresponding policy making, as well as the increasing evidence-base gained through international language acquisition research, the focus of foreign language teaching has indeed shifted – or rather: started shifting – from formal and more discipline-specific *settings of instruction* to also partially informal, more comprehensive and interdisciplinary *settings of construction*. Along with these developments, and especially in the last few years, designing “*multidisciplinary landscapes for learning*” has started gaining in popularity and relevance in discussions on the development of school education. With respect to (foreign) languages, this would ideally mean environments in which a genuinely synergetic interplay between informal (*implicit*) and formal (*explicit*) language acquisition can take place along individually profiled pathways of phenomena-based learning across curriculum.

In the pan-European language education policy making, these strongly diversified and partially redefined views on the role(s) of language(s) **of, in and for** education have recently become an essential operating platform for the overall goal-setting of plurilingual and intercultural education across the continent. Accordingly, the multifaceted and more precise roles of **languages as vs. in subjects** have also started finding their expression in the country-specific curricula, making topics such as *language awareness* and *language learning awareness*, as well as *cross-curricular language sensitivity* and *multi- and pluriliteracy* run as a common theme through the latest reforms in many countries. Obviously, and in the face of the constantly growing linguistic and cultural pluralization of school environments, the novel overall approach to *language education* has become essential with regard to both the *language of schooling* as a foundation for any learning, as well as to the multidimensional presence of *additional languages* as a tool for fostering *plurilingual competencies* not least also for academic and professional purposes – and this especially through the *immersion-type educational approach of content and language integrated learning (CLIL)*.

On this background, and building on some of the latest experiences in setting up *learning environments for Content and Language Integrated Learning in German (CLILiG)* in the European context, the “elasticity” of the CLILiG approach will be taken into consideration as a basis and a starting point for discussions on designing new and fostering already existing “CLILiG learning pathways” in the ASEAN region – with a special reference to the integration and interplay of German and MINT/STEM, as well as to the perspectives for synergetic collaboration with the English Programs (EP) already established in the region.

# Roadmap

- Paradigm shift: language education at school today – goal-setting and challenges?
- Added value through dovetailing of *language* and *non-linguistic subject content*? - The continuum of CLIL
- Setting up, fostering and profiling CLILiG environments in the SAN region

# The paradigm shift?

## **Plurilingualism and Intercultural education**

# The paradigm shift?

## **Plurilingualism and Intercultural education**

*„As language is at the root of all learning, there can be no quality education without quality language and intercultural education”.*  
*(Council of Europe / ECML, 2017)*

# Pursuing Plurilingualism and Intercultural Education

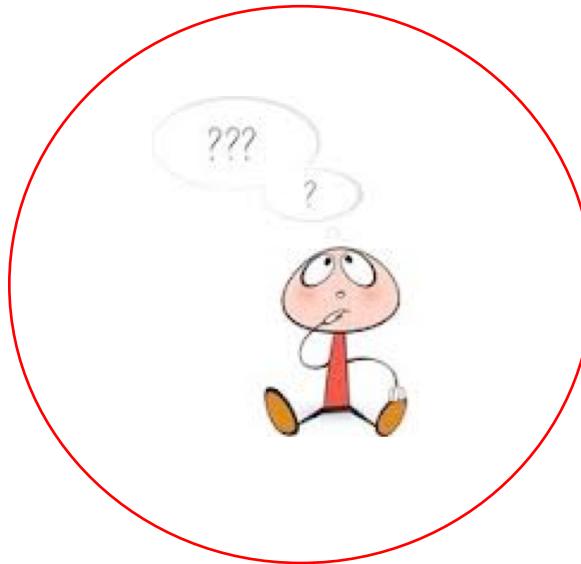
## Challenges?

# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: Learner-centredness

# Plurilingualism and intercultural education: Learner-centredness

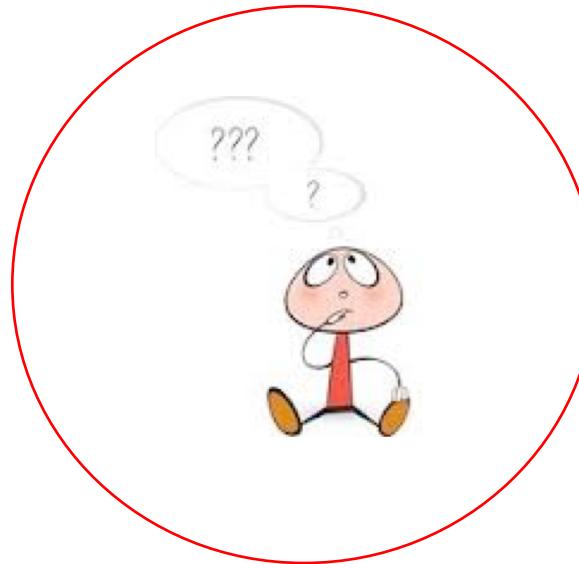
**The Learner**



# Plurilingualism and intercultural education: Learner-centredness

Insights into &  
knowledge of ...

**The Learner**

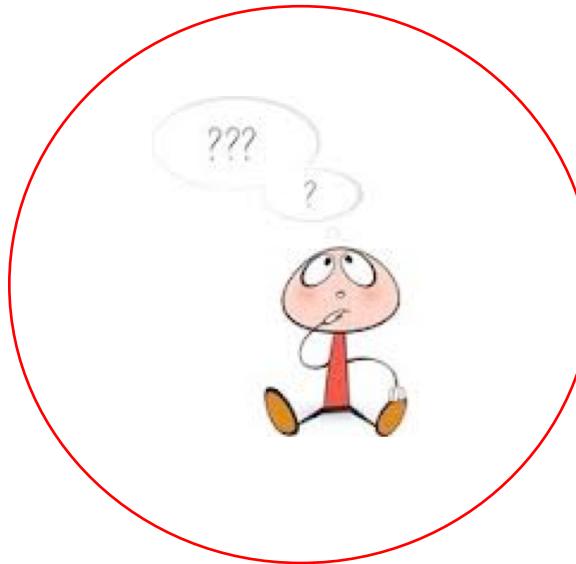


# Plurilingualism and intercultural education: Learner-centredness

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First and additional  
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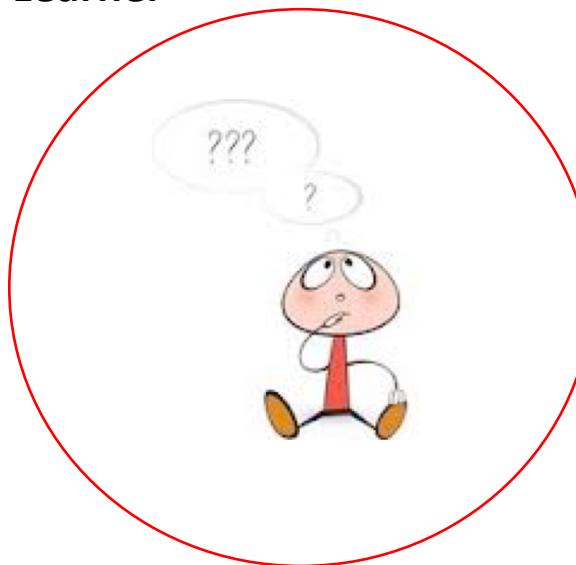
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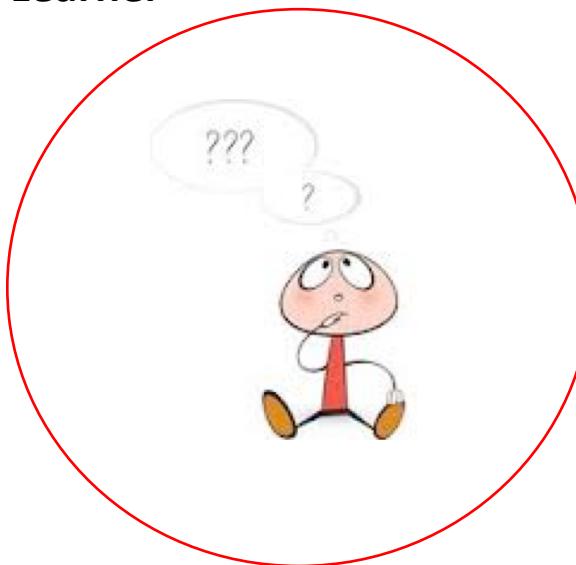
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Contexts, domains  
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of language use  
today

## The Learner



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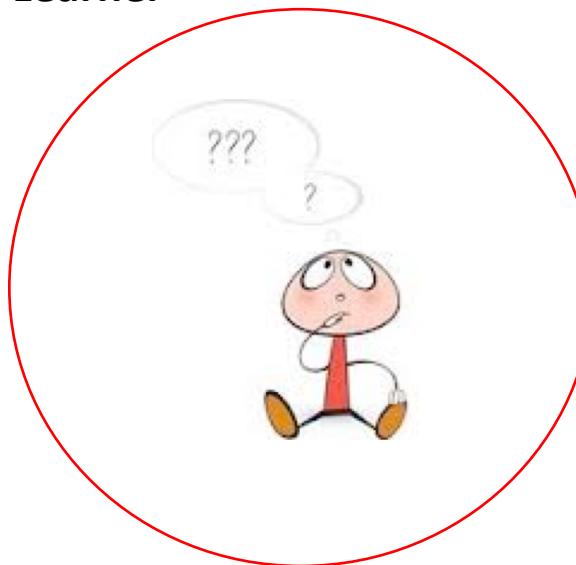
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## The Learner



Learner-specific  
perception of the  
linguistic landscape of the  
learning environment

# Plurilingualism and intercultural education: Learner-centredness

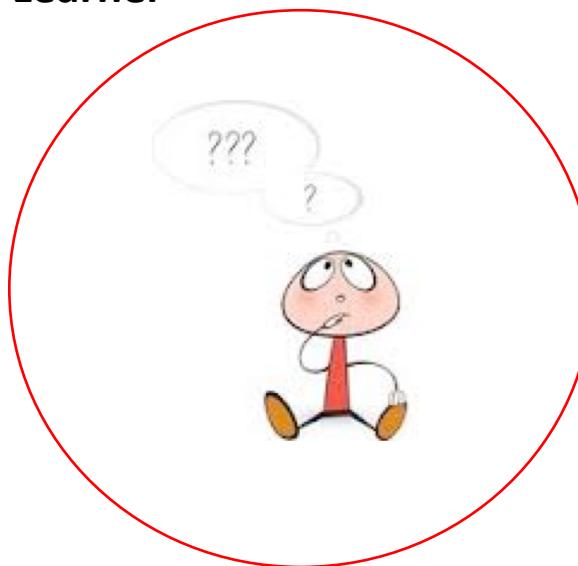
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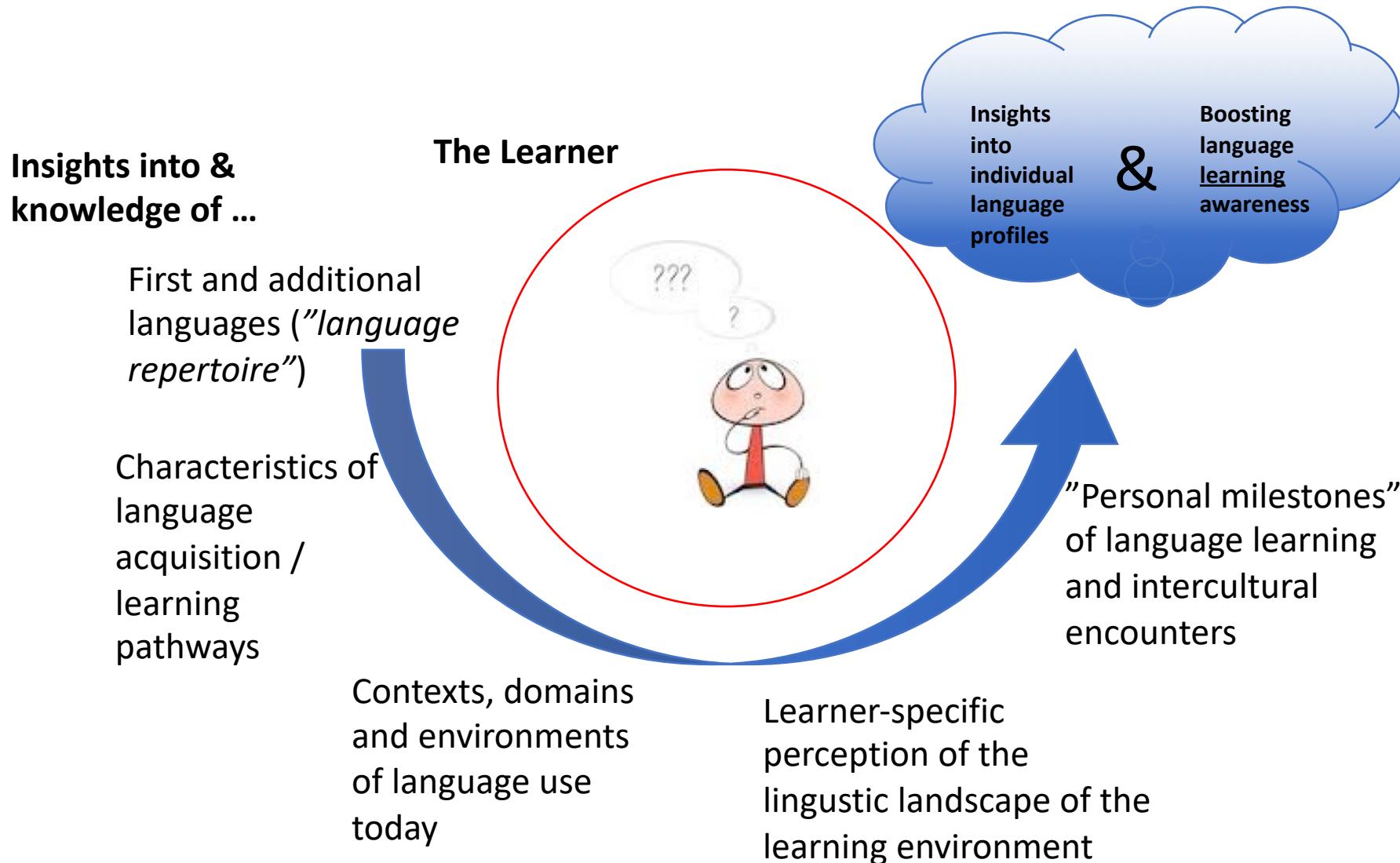
## The Learner



"Personal milestones"  
of language learning  
and intercultural  
encounters

Learner-specific  
perception of the  
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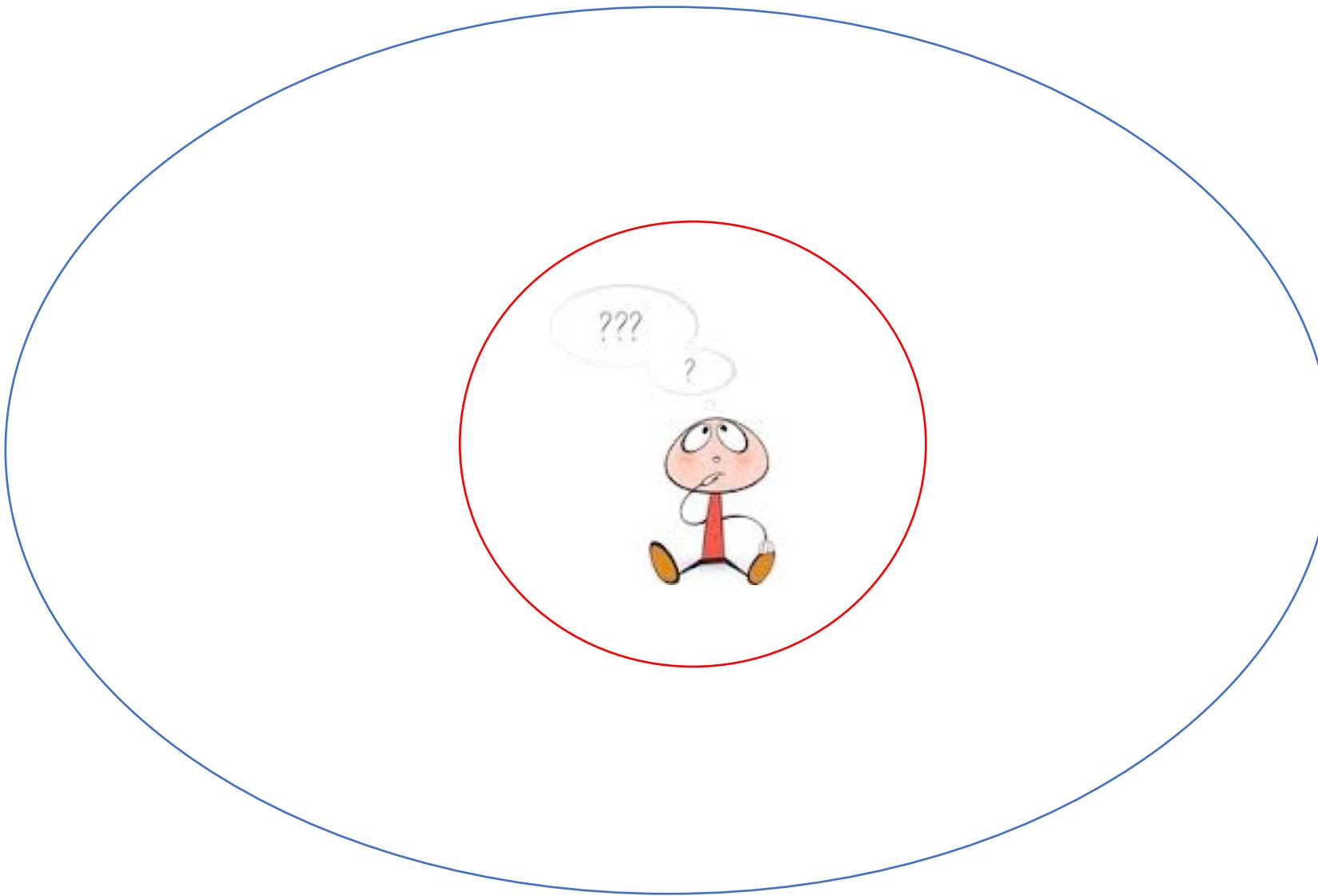
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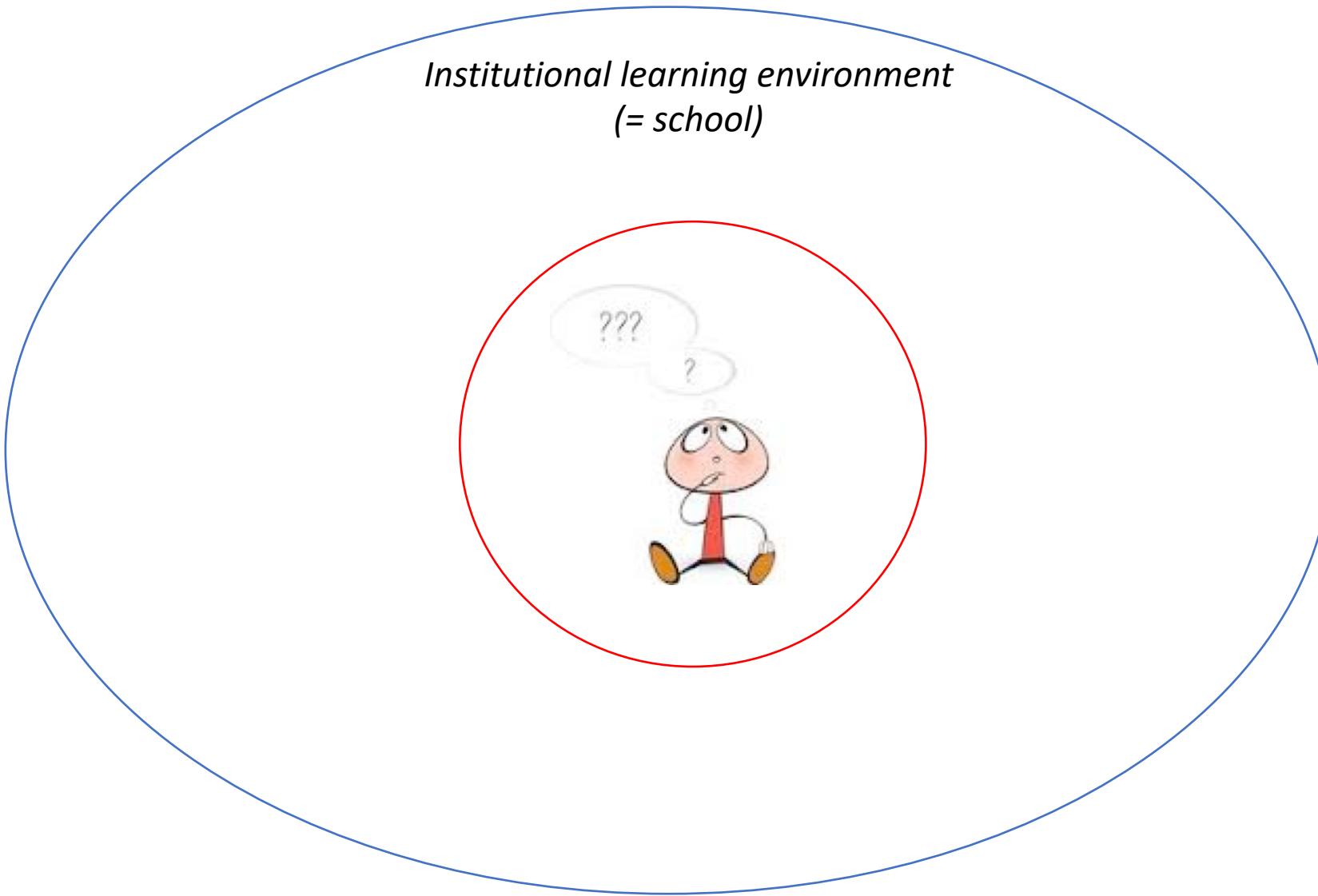
# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: Learner-centredness
- Challenge 2: Language education at school: **Cross-curricular language **sensitivity**** and preparation for “real world outside”

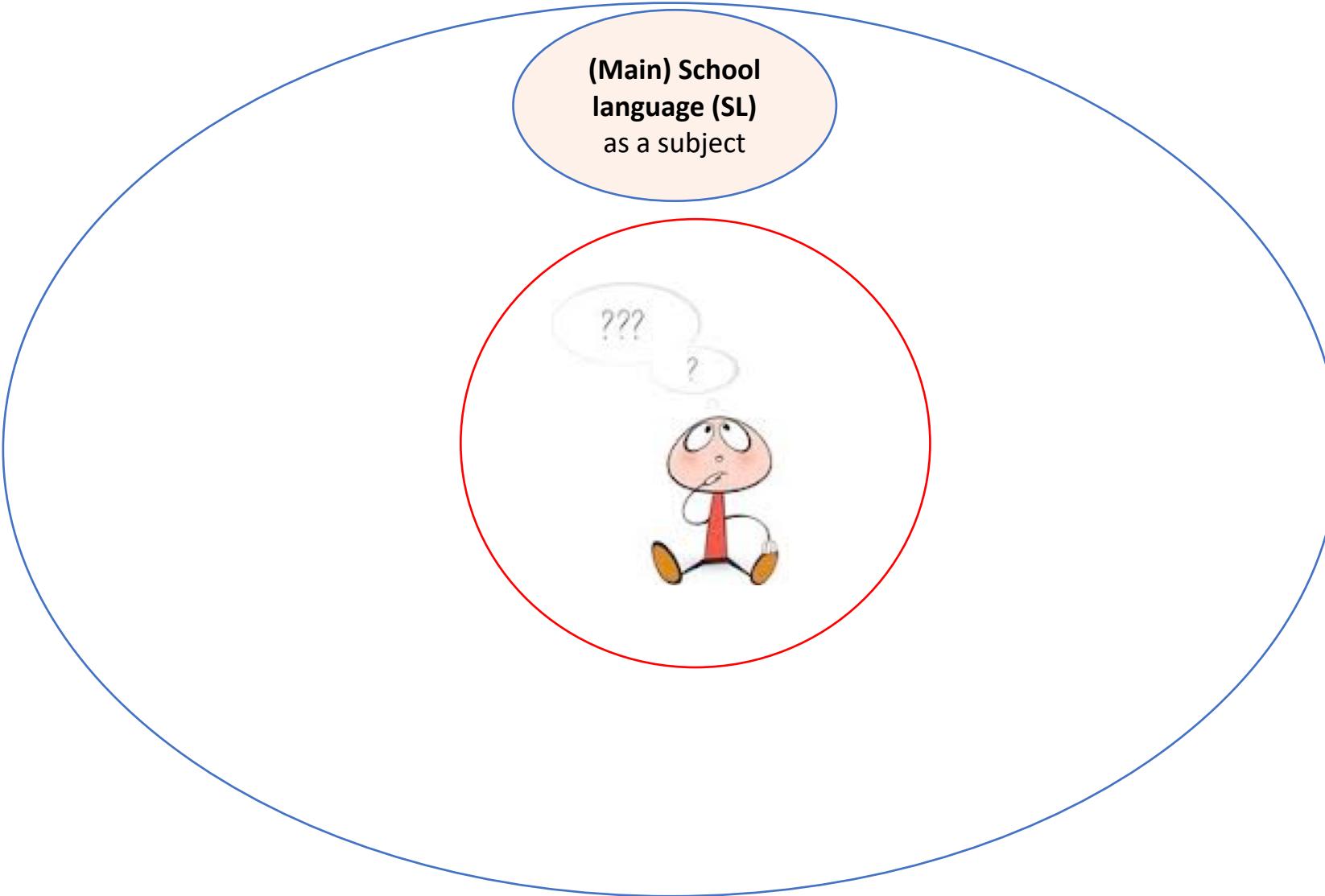
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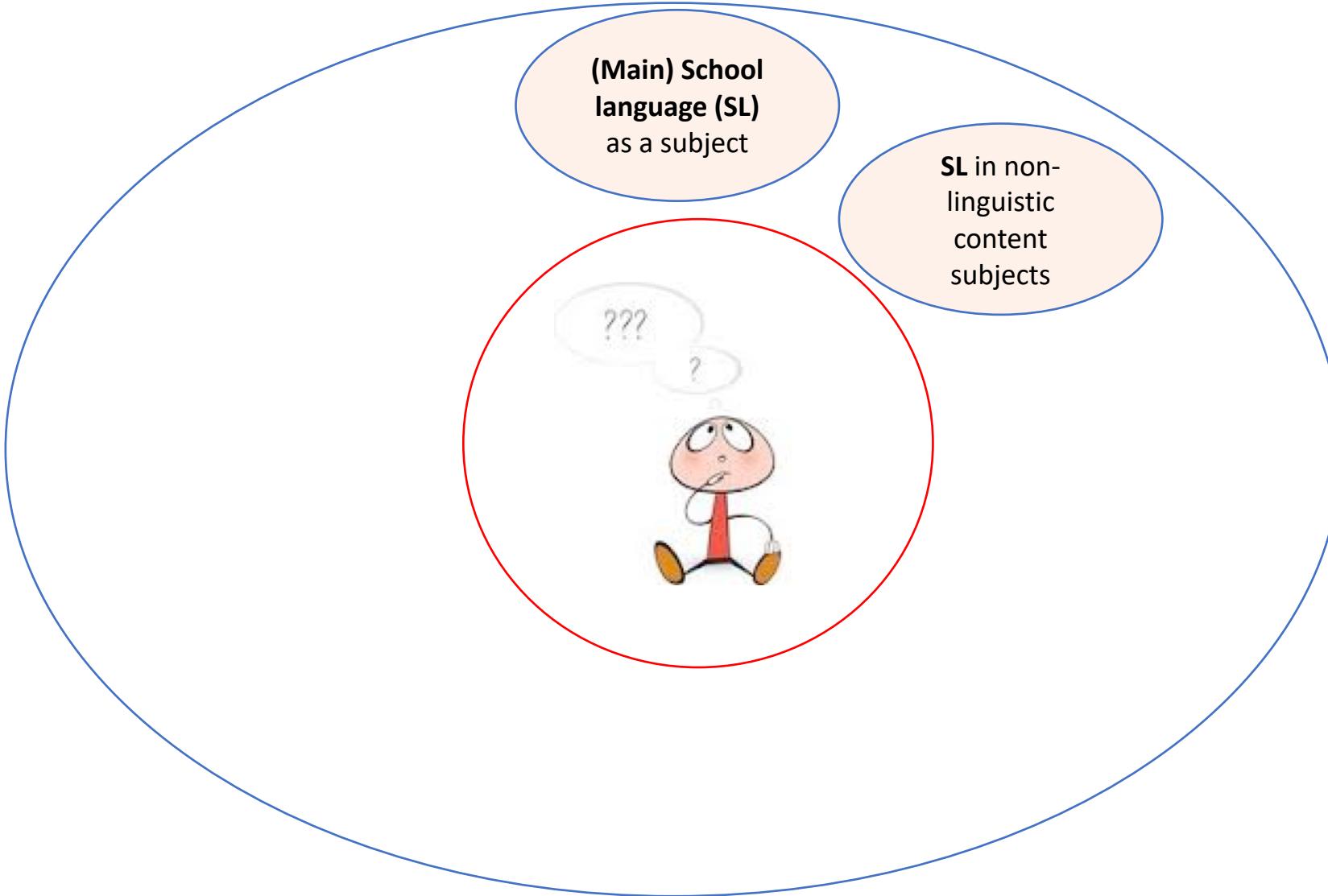
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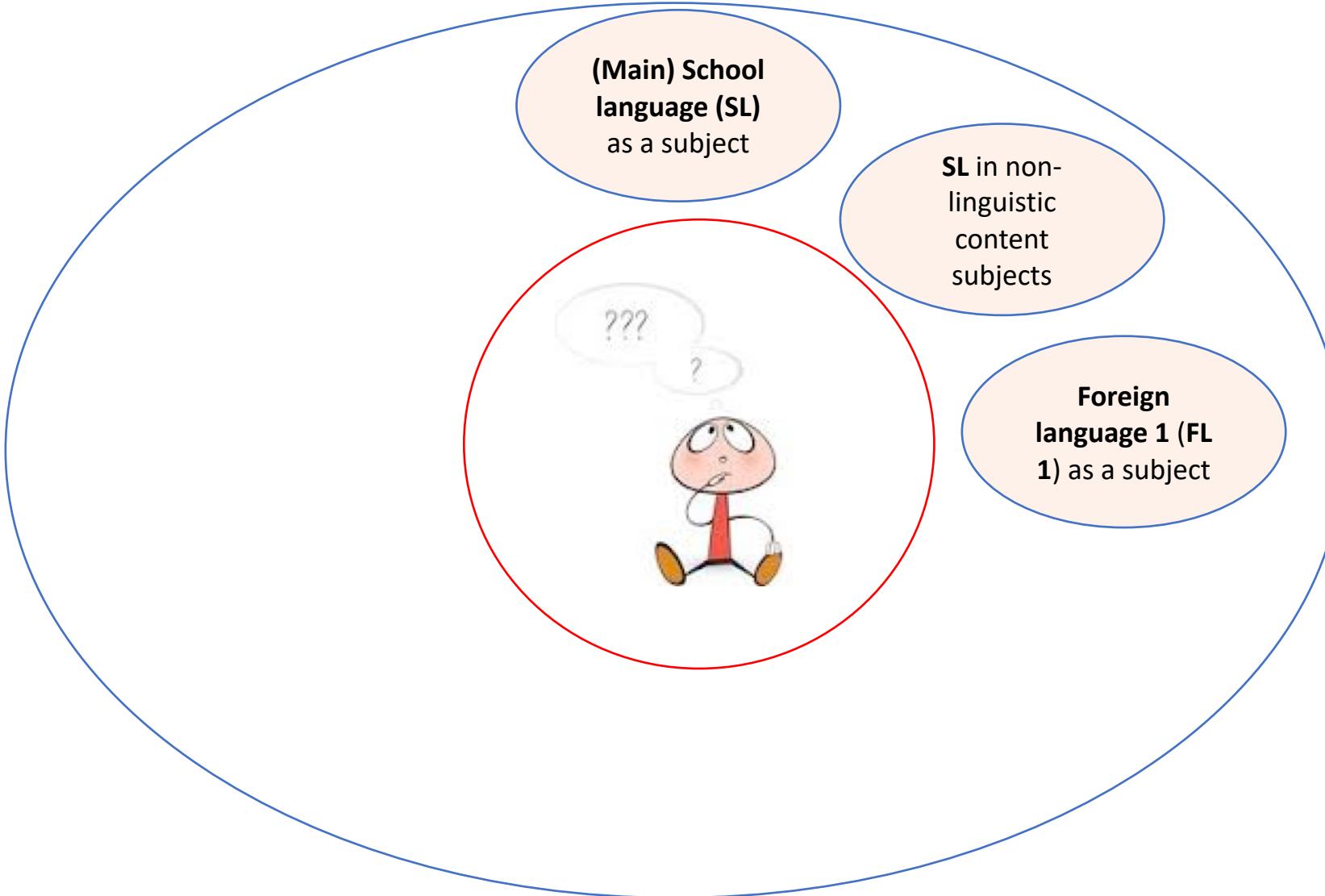
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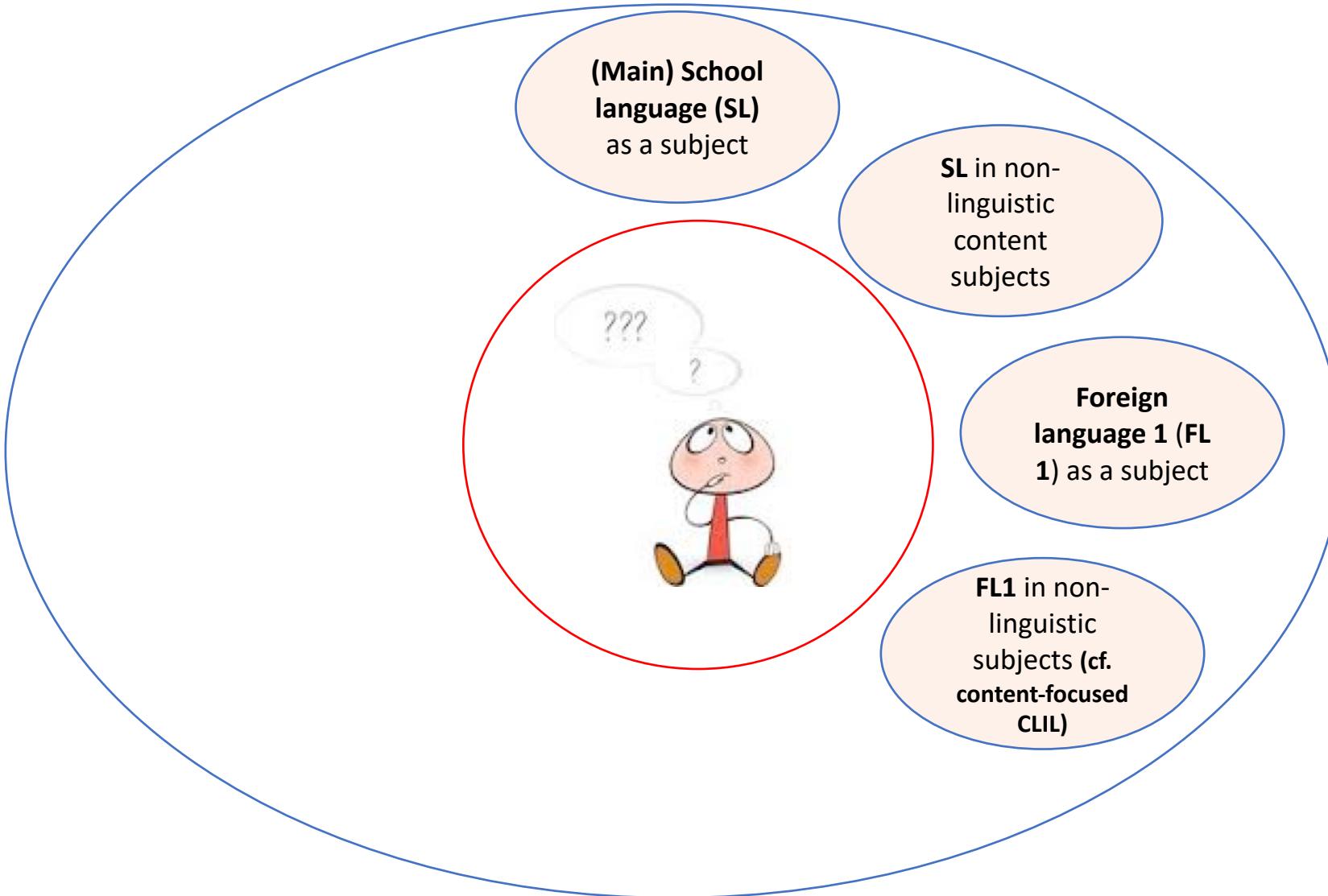
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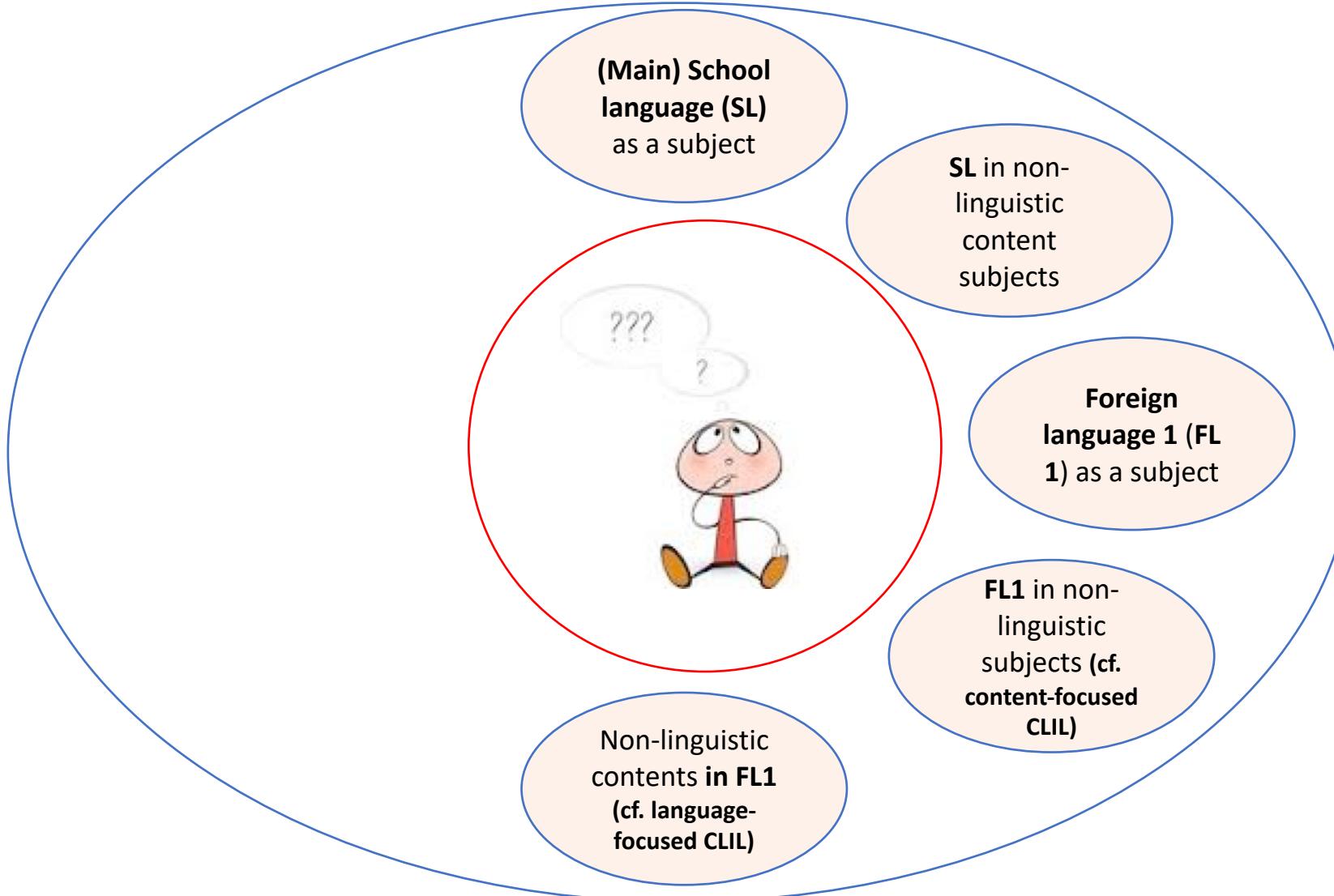
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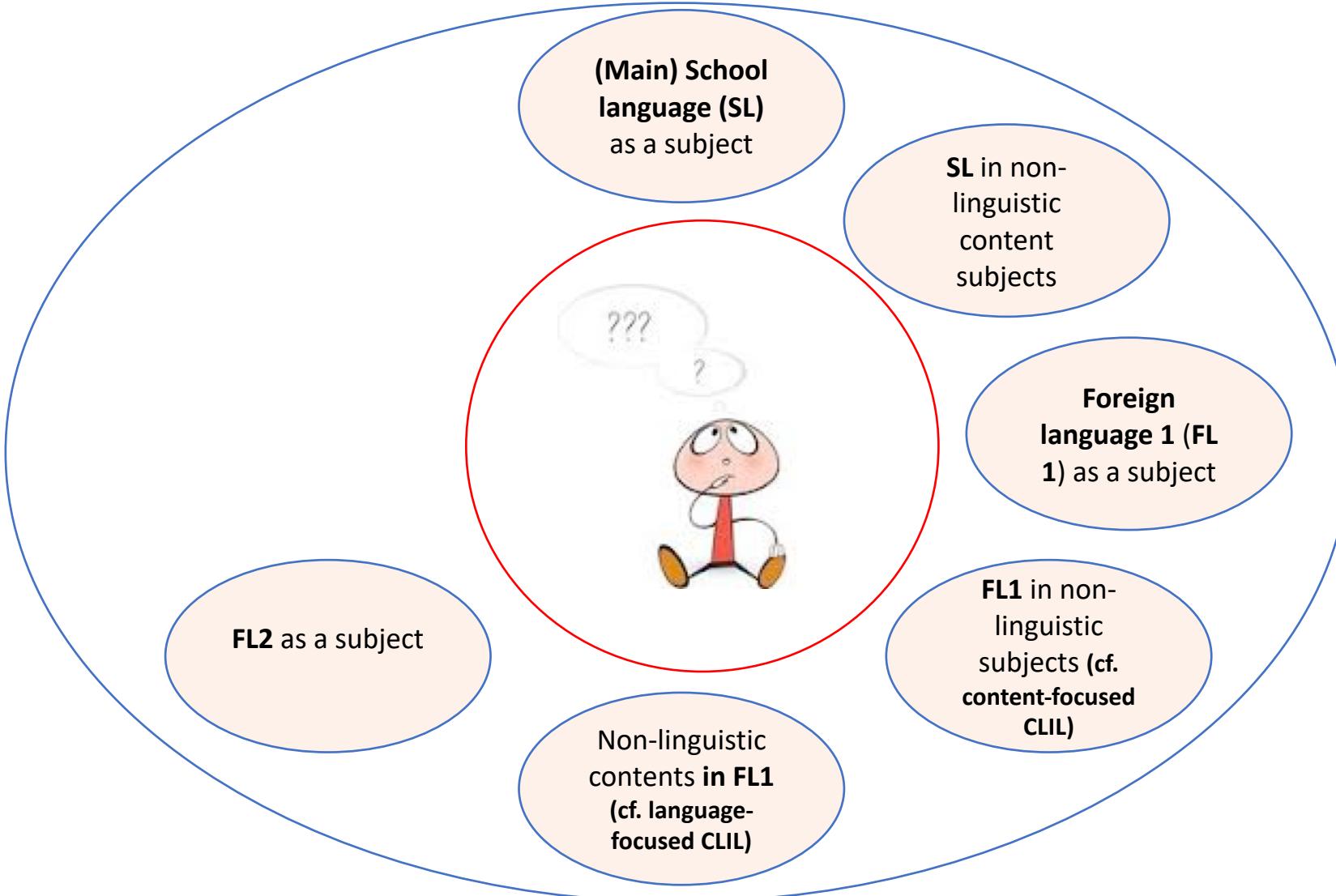
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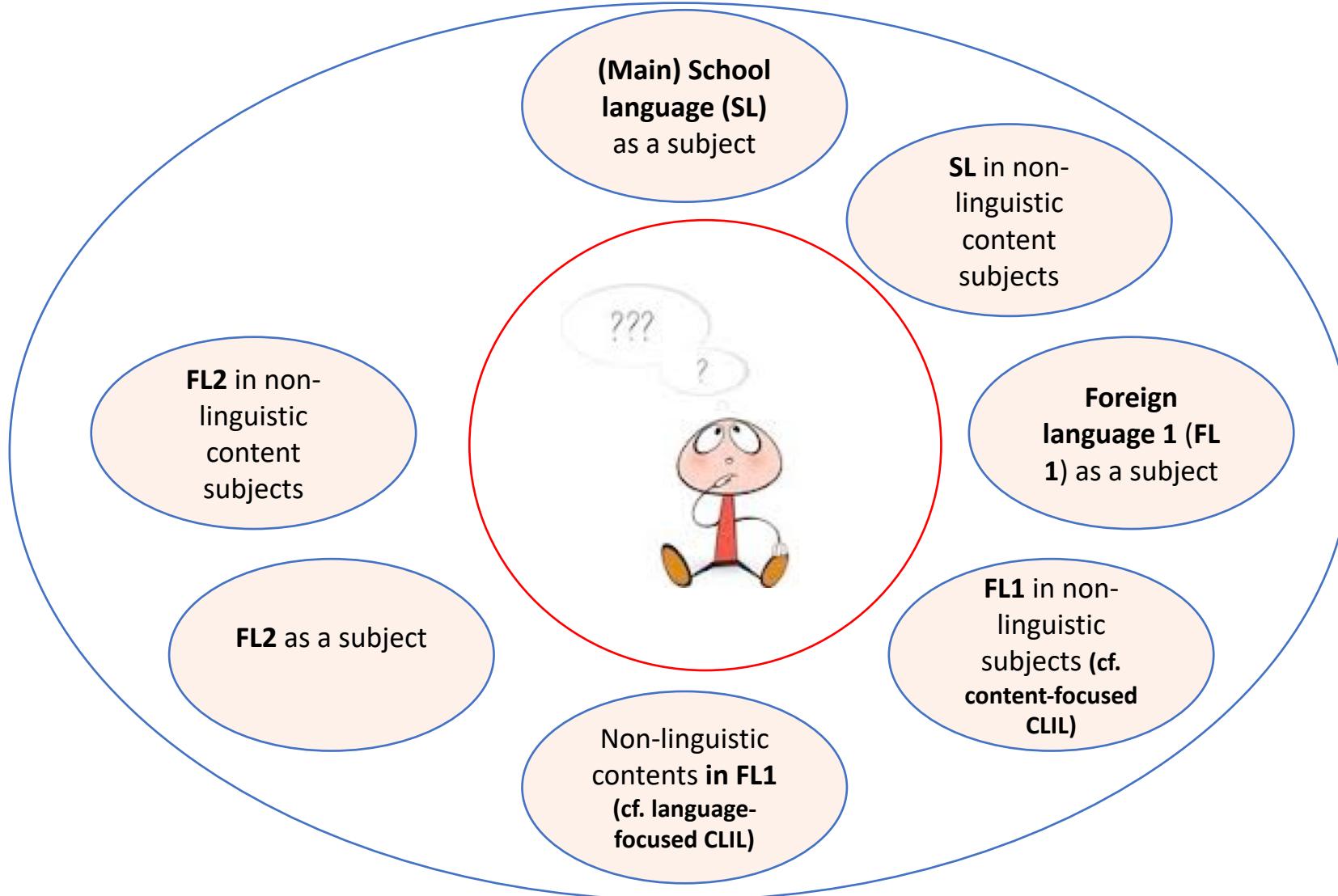
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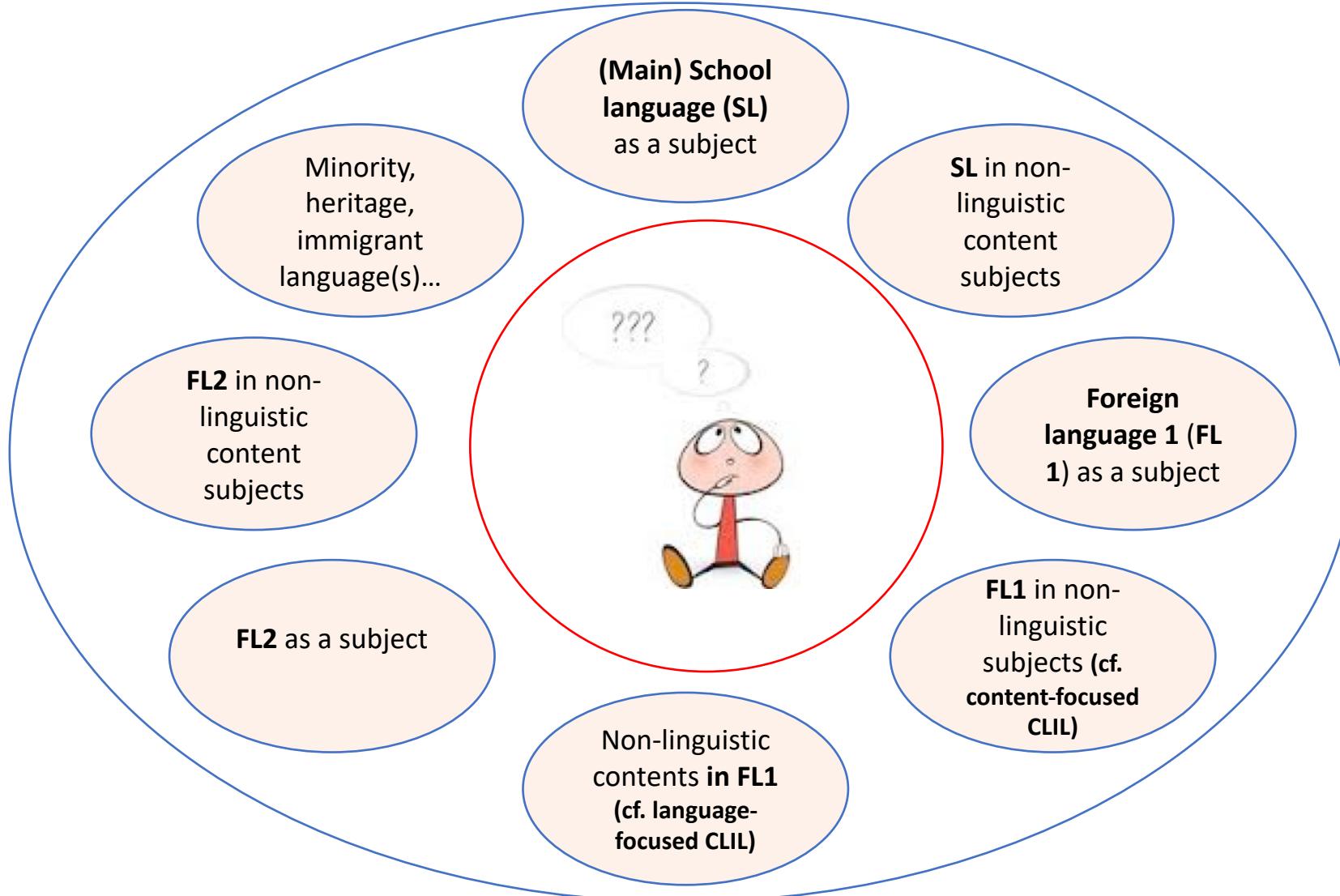
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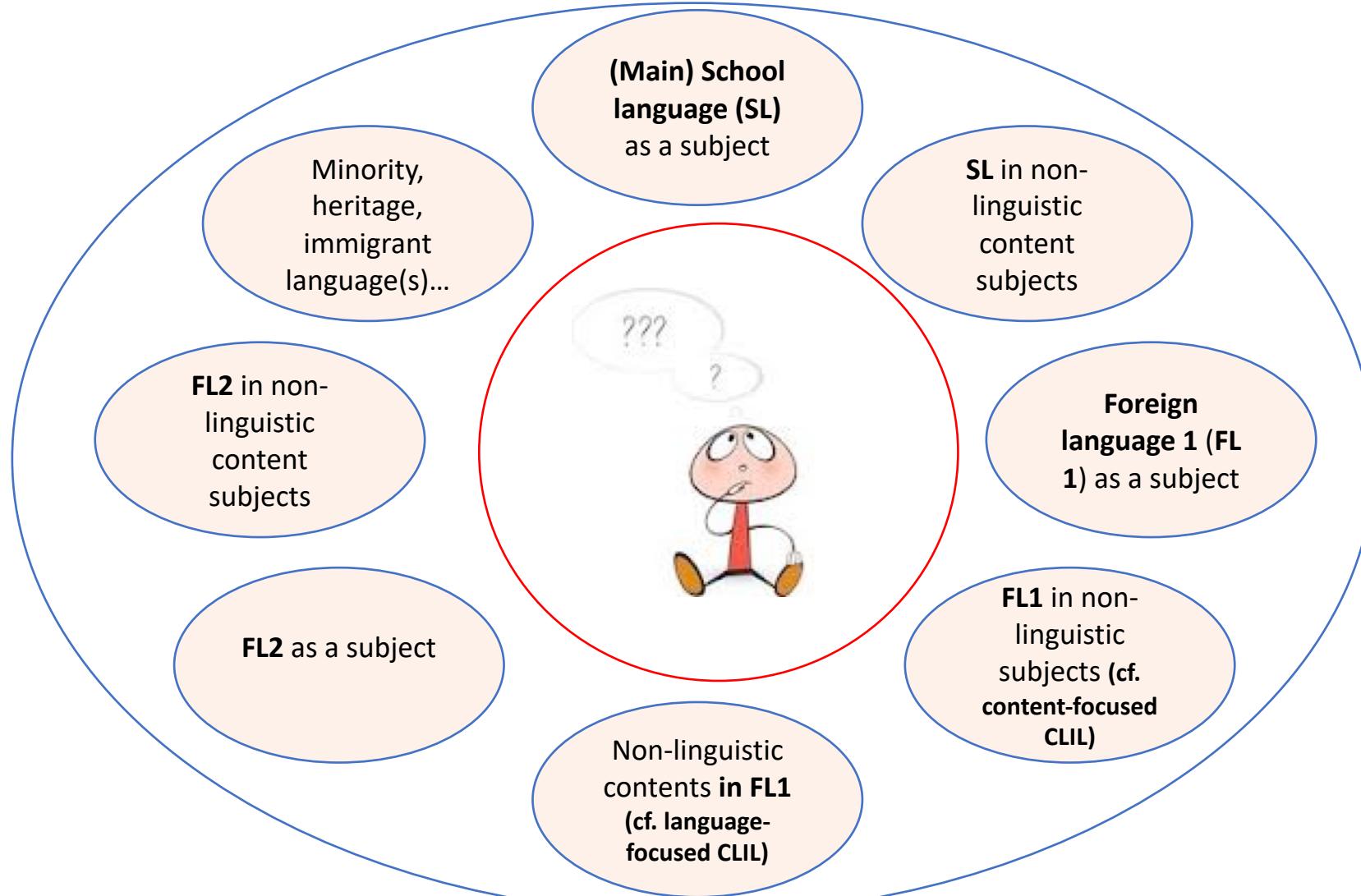
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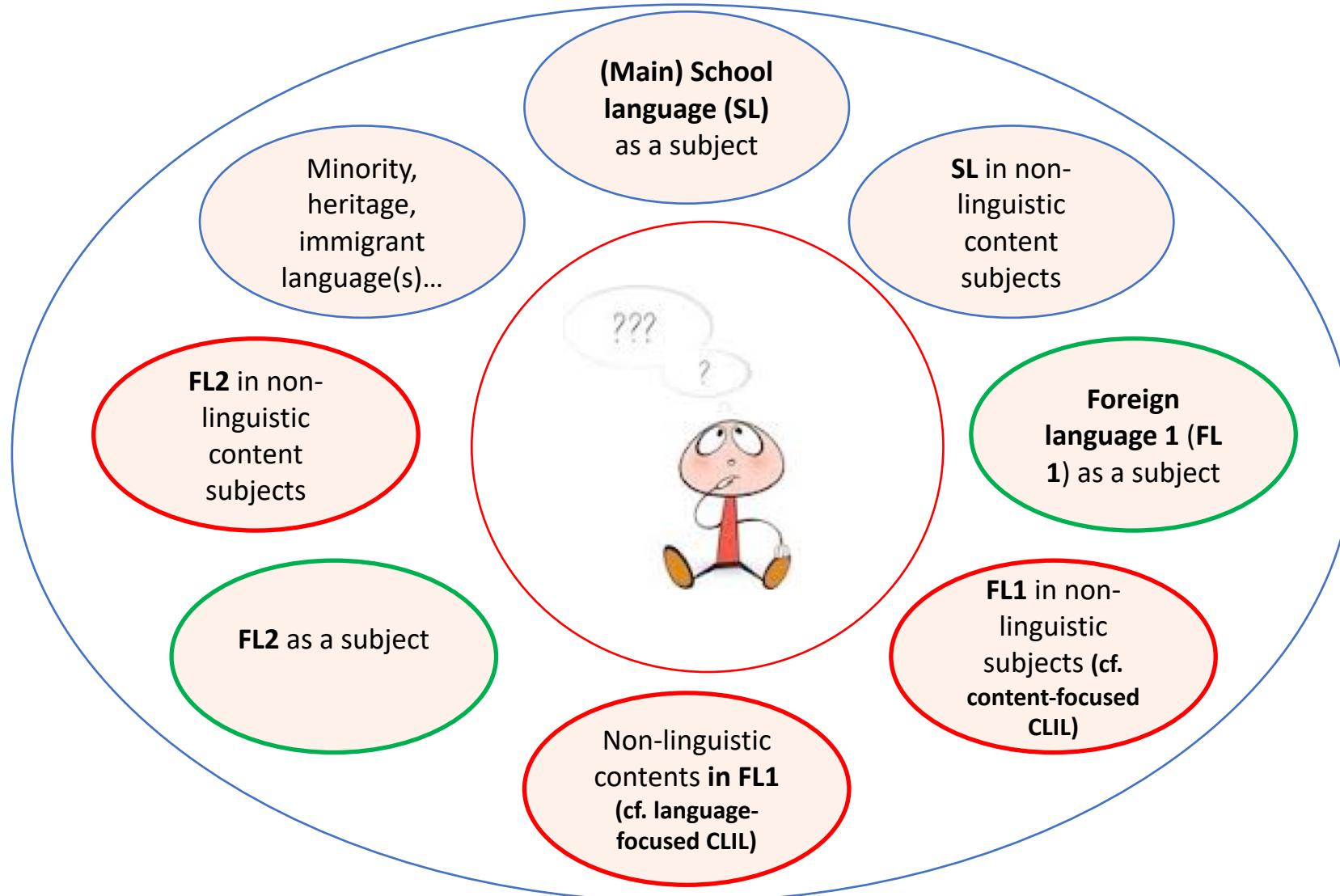
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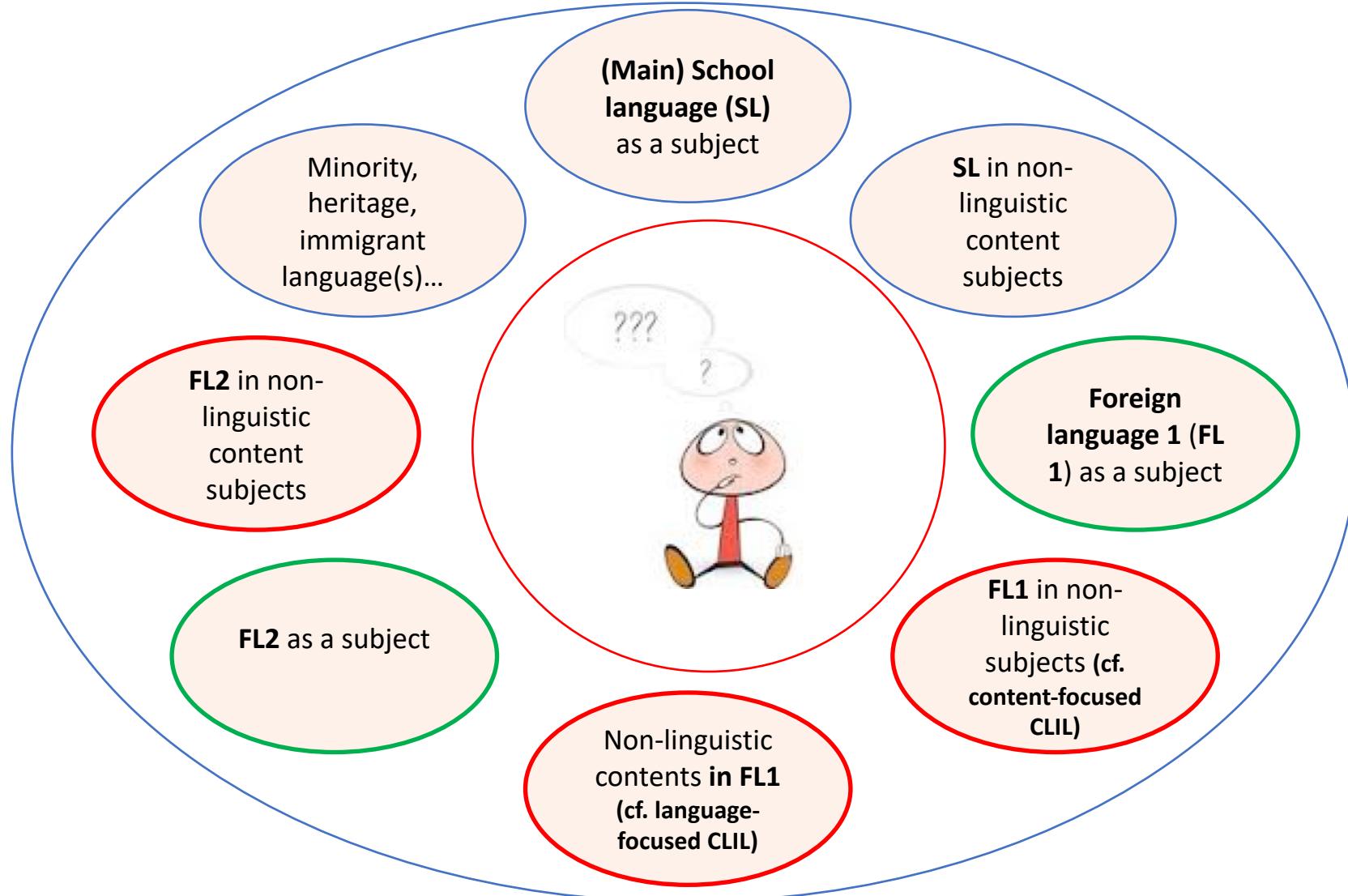
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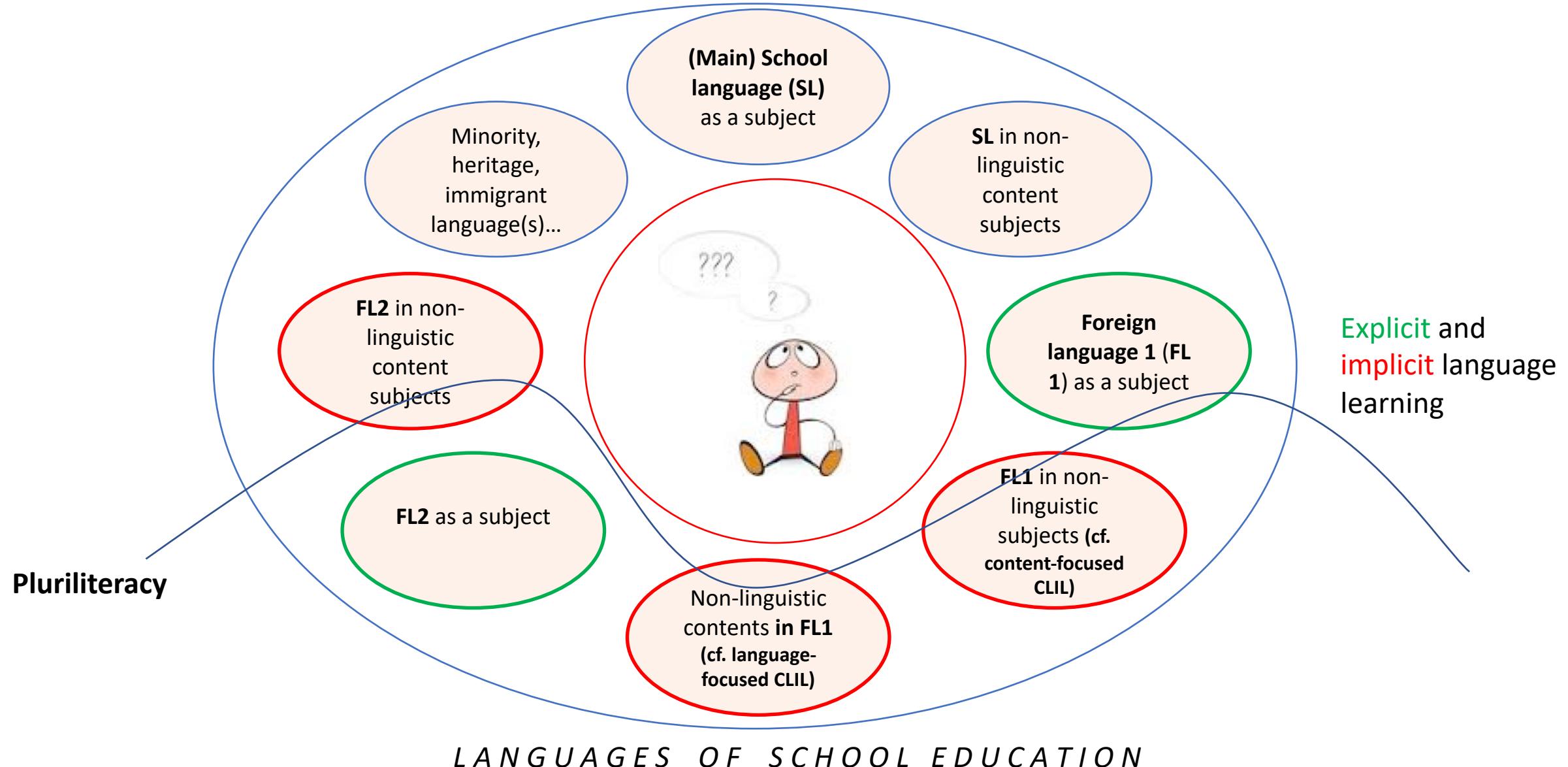
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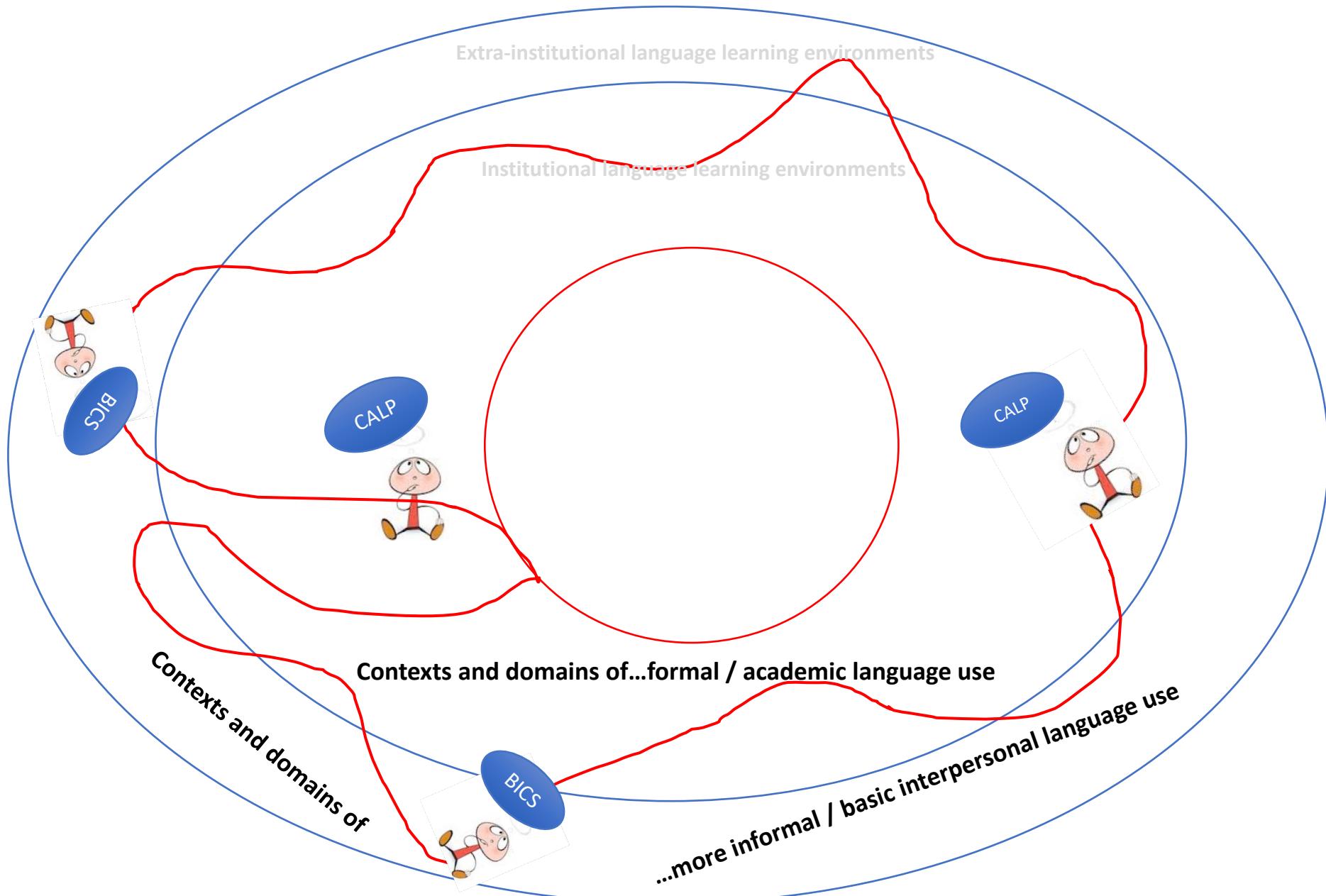
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# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: Learner-centredness
- Challenge 2: Language education at school: **Cross-curricular language sensitivity** and preparation for “real life outside”
- Challenge 3: **Proper training and accurate documentation** of “reality-like” language performance

# Plurilingualism and intercultural education: Proper training & accurate documentation of "reality-like" language performance



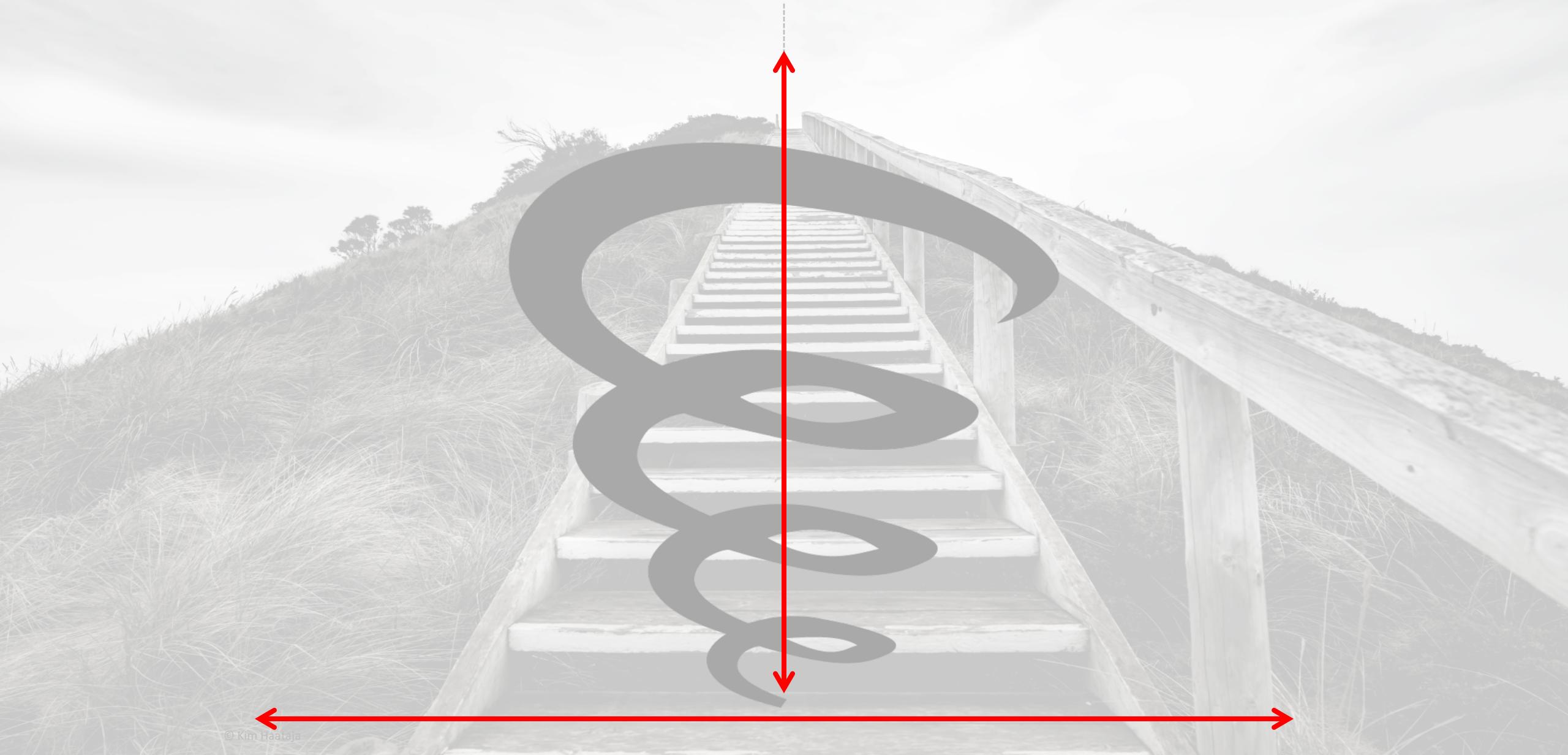
# CLIL Continuum



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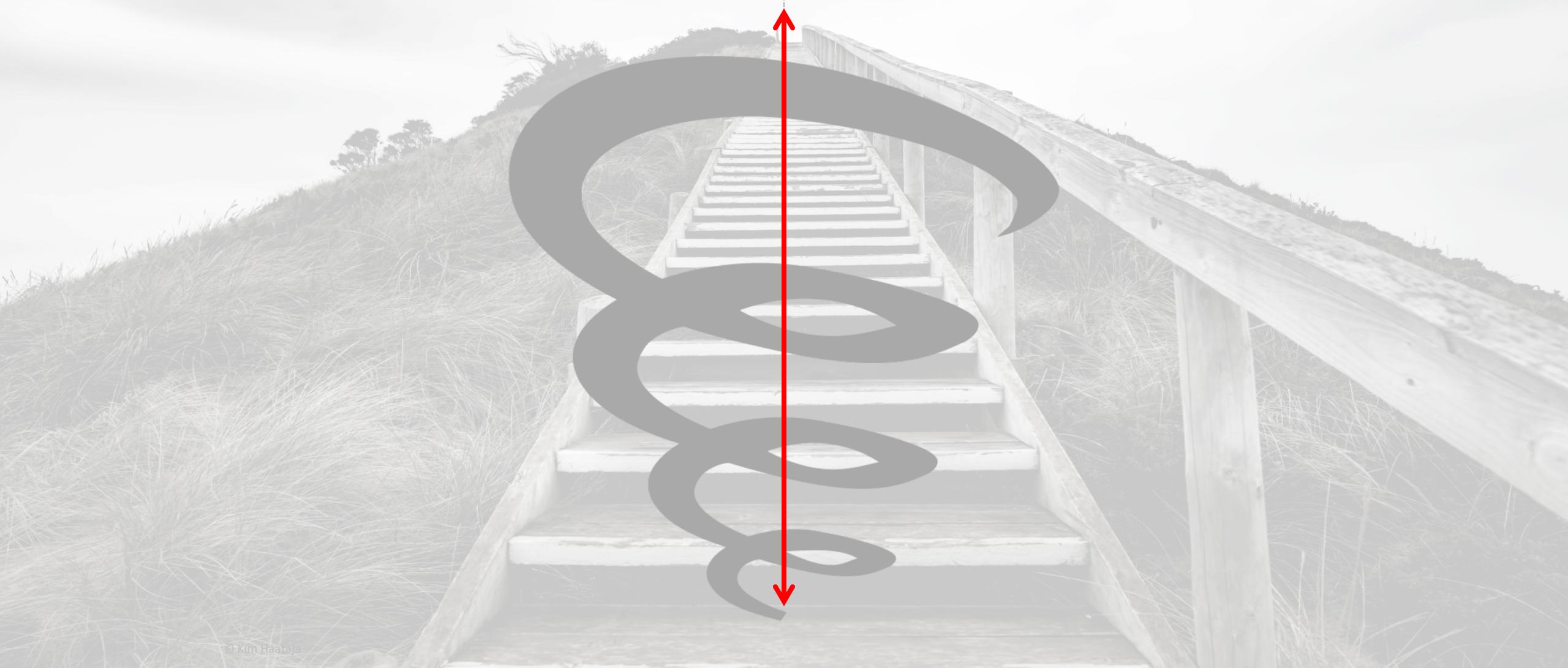


# CLIL Continuum



## CLIL Continuum

Intensity, „system and program nature“ of CLILiG implementation



# CLIL Continuum

Number and scope of accompanying support measures



# CLIL Continuum



# CLIL Continuum

Dual-focus



## CLIL Continuum

Dual-focus

Language focused approaches



## CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

## CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

CLILiG with target language focus

CLILiG with content subject focus

## CLIL Continuum

Dual-focus

Language focused approaches

GFL focused  
TYPE 1

CLILiG with target language focus

Content-subject focused approaches

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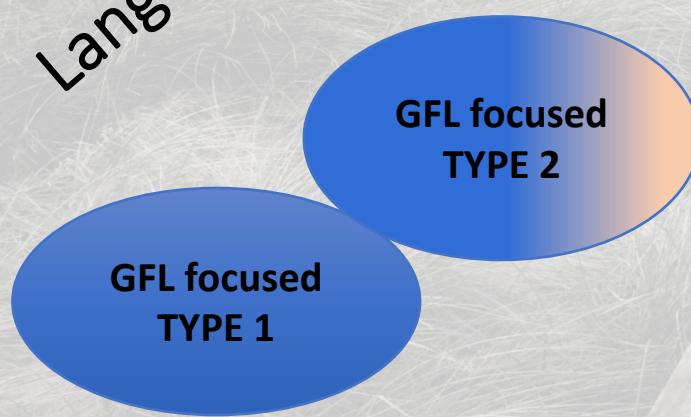
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CLILiG with target language focus

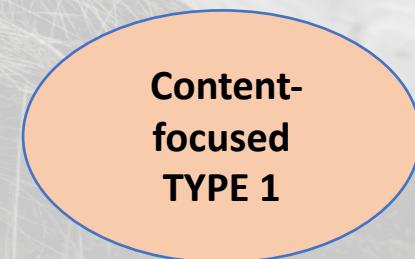
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Language focused approaches



Content-subject focused approaches



CLILiG with target language focus

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Dual-focus

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Content-subject focused approaches

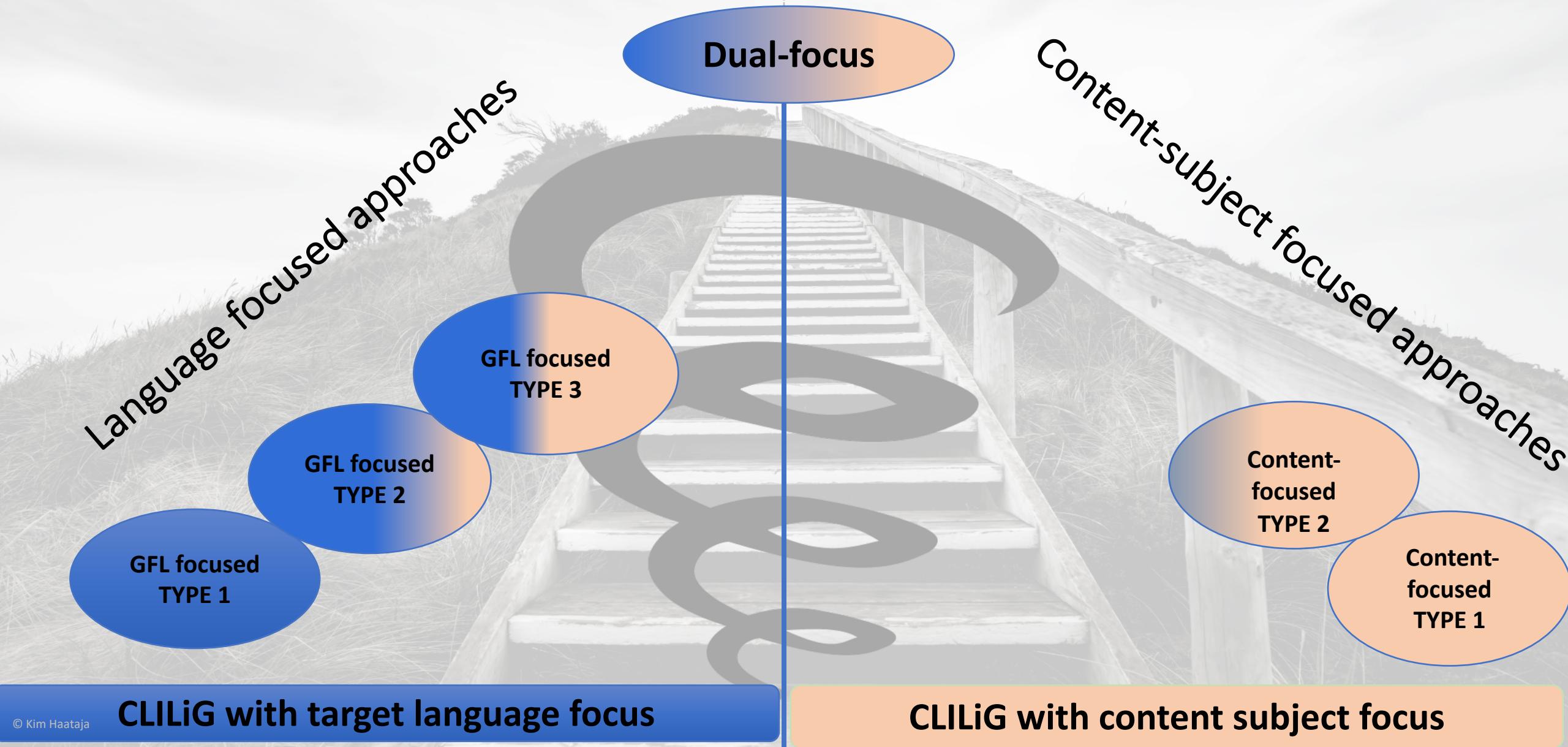
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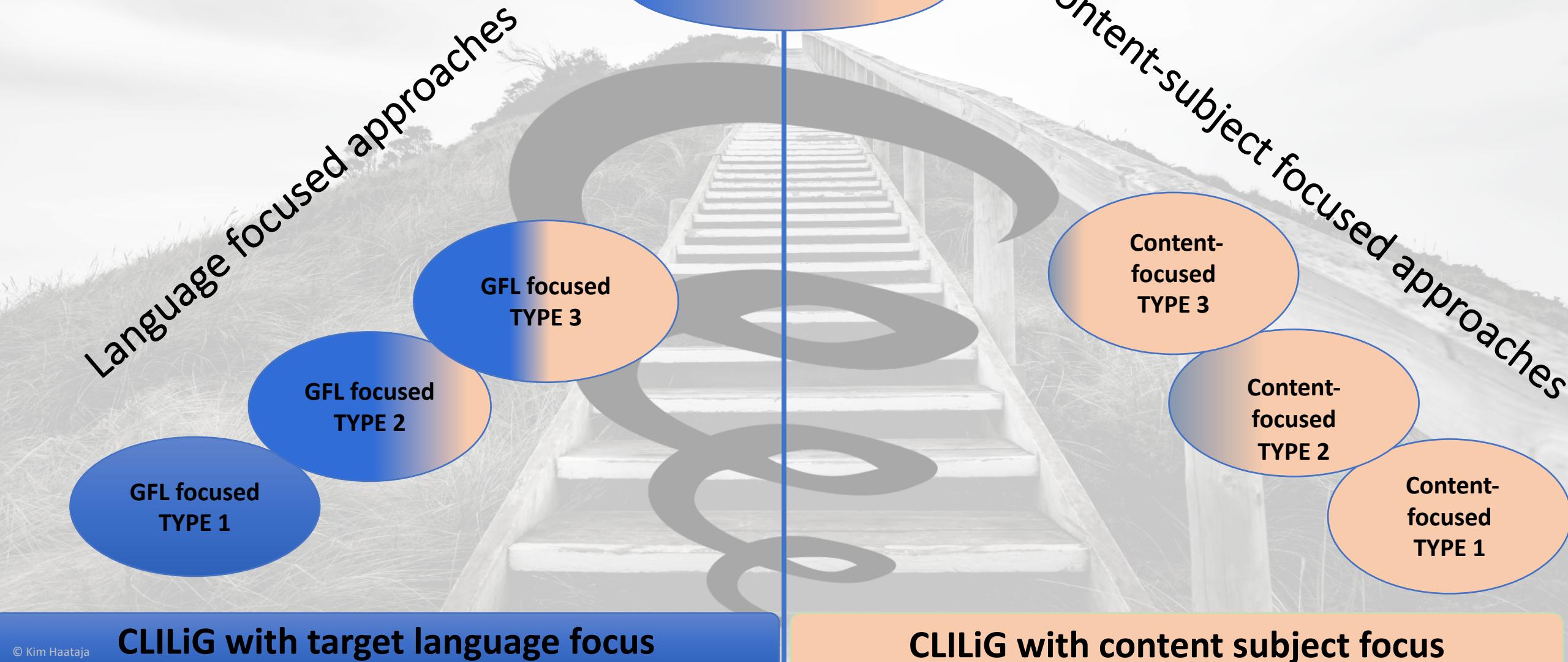
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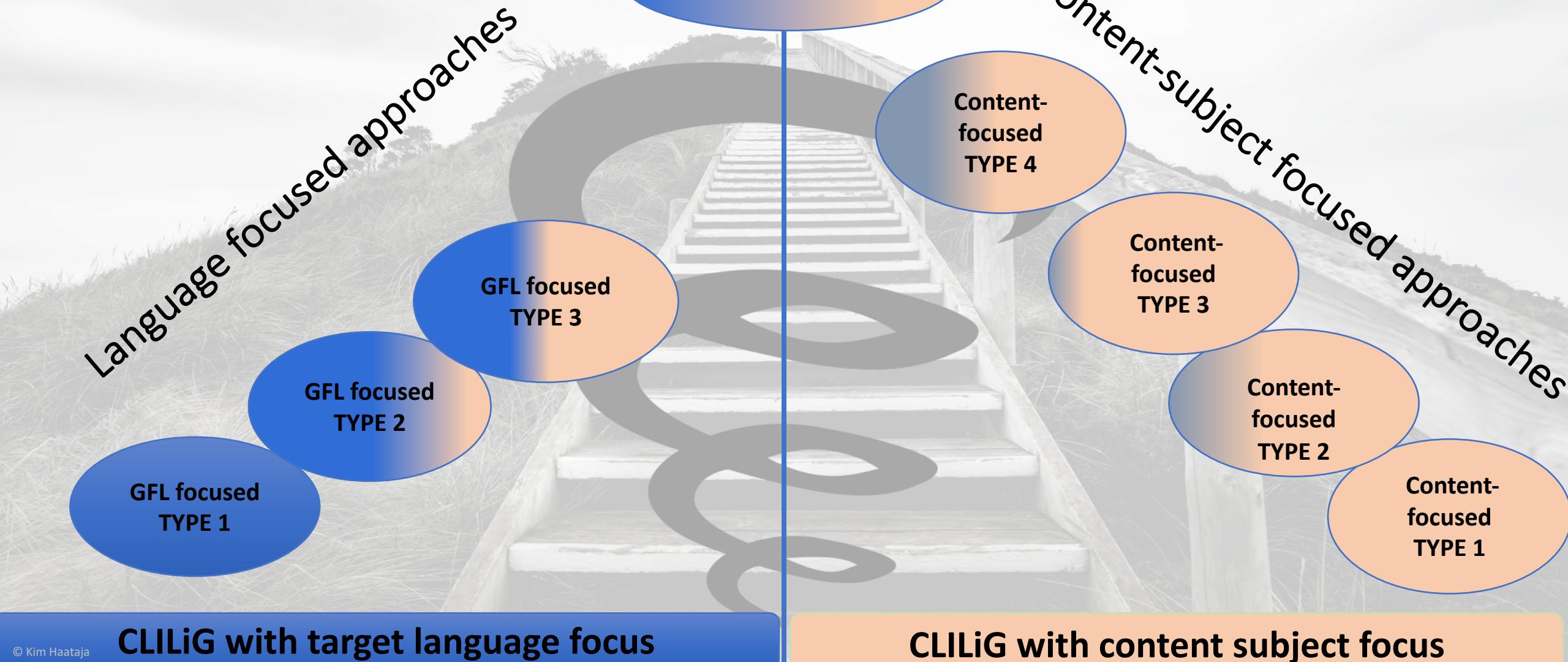
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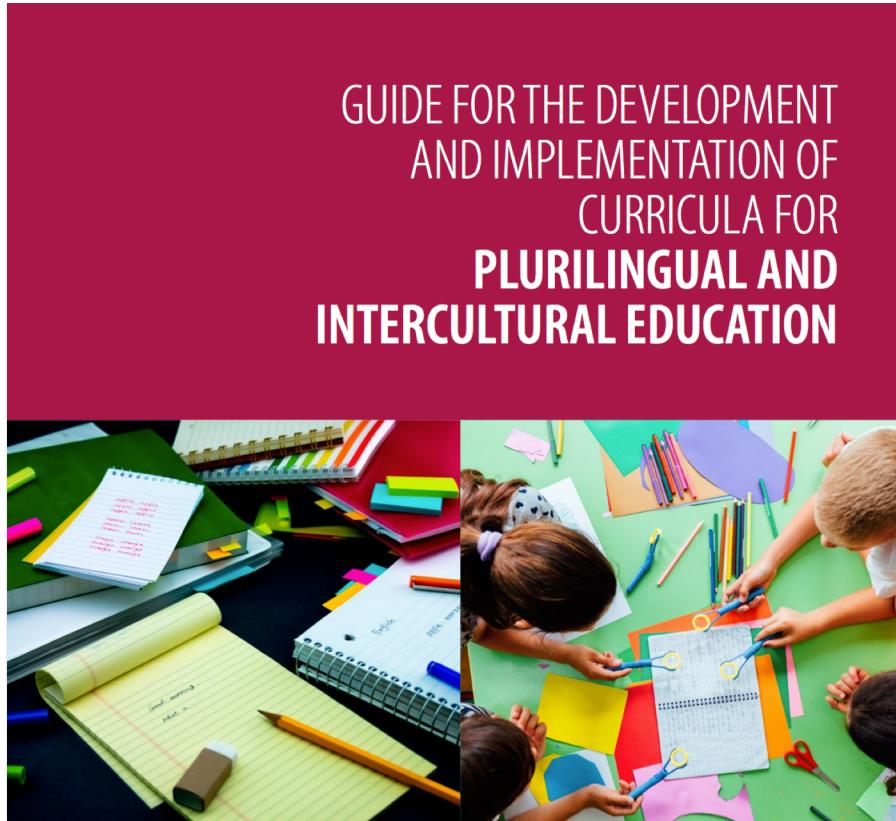
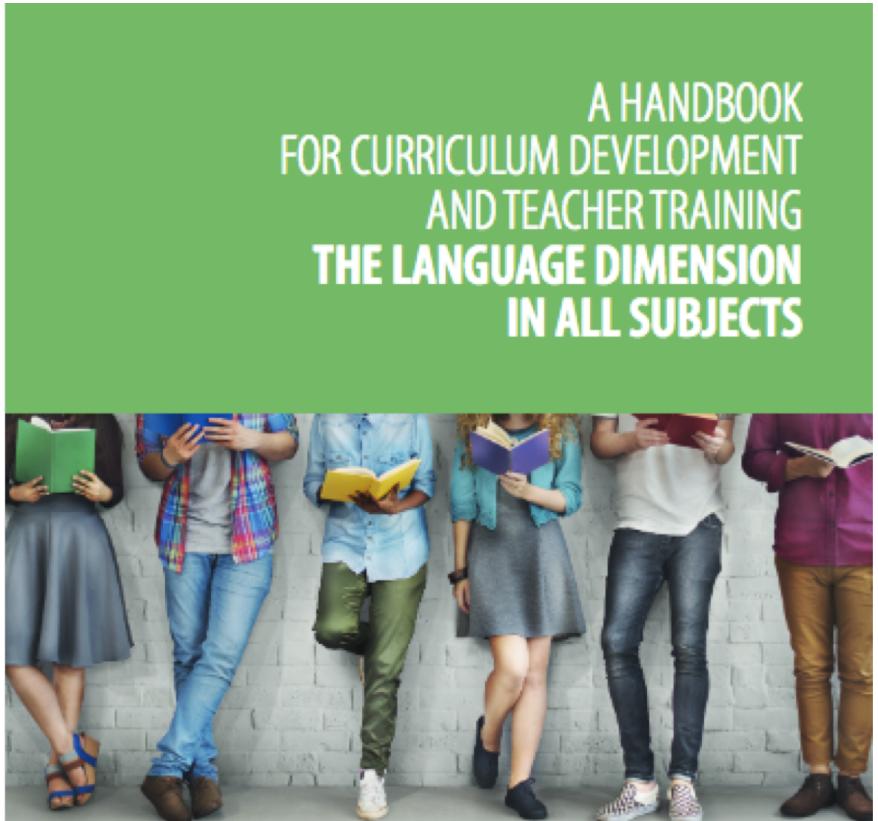
# CLIL Continuum



# How to set up CLIL environments?

- **A proper look at the school context in question** – the CLIL(iG) environment „to be“
  - Observation of CLIL(iG) „in action“ (wherever possible)
  - Analysis and reflection of „state of the art“ in co-operation with teachers, principal(s), etc. >> *School-specific / internal development plan*
- Building up and fostering **additional / external co-operation structures**
  - (language) education policy
  - curriculum development
  - language education research
  - companies and institutions
- **Context-specific goal-setting and systematic documentation** of the development phases incl. initial, sporadic „CLILiG-experiments“
- **Accompanying (in-service) teacher training and quality assurance** (e.g. research) **measures** from early on

# Selected readings – for LIFE



# In LIFE...

- ***“Knowing is not enough; we must apply.  
Willing is not enough; we must do”***

*Johann Wolfgang von Goethe*

**THANK YOU!**

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